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MOUNT
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COLLEGE



MT. MORRIS, ILL.,
1899-1900...

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TWENTY-FIRST

ANNUAL CATALOGUE

MOUNT MORRIS COLLEGE

MOUNT MORRIS, ILL.,

1899 - 1900.

Calendar for 1900-1901.

1900.

Fall Term begins..... *Wednesday, Sept. 5.*

Entrance Examination..... *Wednesday, Sept. 5.*

Term Examinations, ... *Monday and Tuesday, Nov. 12 and 13.*

First Winter Term begins..... *Wednesday, Nov. 14.*

Holiday Vacation begins..... *Friday Evening, Dec. 21.*

1901.

Holiday Vacation ends..... *Tuesday Evening, Jan. 1.*

Term Examinations,..... *Monday and Tuesday, Jan. 21 and 22.*

Second Winter Term begins..... *Wednesday, Jan. 23.*

Term Examinations,..... *Monday and Tuesday, March 25 and 26.*

Spring Term begins..... *Wednesday, March 27.*

Term Examinations,..... *Thursday and Friday, May 30 and 31.*

Sharer Contest—Philorhetorian Society,..... *Friday Evening, May 31.*

Annual Contest, Amphictyon Society,..... *Saturday Evening, June 1.*

Baccalaureate Sermon,..... *Sunday Evening, June 2.*

Bible and Missionary Day,..... *Monday, June 3.*

Commencement,..... *Tuesday, June 4.*

Alumni Reunion,..... *Tuesday Evening, June 4.*

Summer Vacation begins..... *Wednesday, June 5.*

ORGANIZATION.

TRUSTEES.

D. L. MILLER,	-	-	-	-	-	Mt. Morris, Ill.
JOS. AMICK,	-	-	-	-	-	Elgin, Ill.
J. G. ROYER,	-	-	-	-	-	Mt. Morris, Ill.
A. L. CLAIR,	-	-	-	-	-	Mt. Morris, Ill.
D. D. CULLER,	-	-	-	-	-	Mt. Morris, Ill.
G. E. WEAVER,	-	-	-	-	-	Mt. Morris, Ill.
EPHRAIM TROSTLE.	-	-	-	-	-	Mt. Morris, Ill.

OFFICERS.

D. L. MILLER.	-	-	-	-	-	President.
A. L. CLAIR,	-	-	-	-	-	Secretary.
JOS. AMICK,	-	-	-	-	-	Treasurer.

CONFERENCE VISITORS.

ELDER P. R. KELTNER,	-	-	-	-	-	Sterling, Ill.
ELDER DAVID ROWLAND,	-	-	-	-	-	Lanark, Ill.
ELDER FRANK MYERS,	-	-	-	-	-	Mt. Carroll, Ill.

OFFICERS OF LECTURE BOARD.

J. E. MILLER,	-	-	-	-	-	President.
D. D. CULLER,	-	-	-	-	-	Secretary.
E. C. METZGER,	-	-	-	-	-	Treasurer.

OFFICERS OF ALUMNI ASSOCIATION.

For 1898-1899.

J. E. MILLER,	-	-	-	-	-	President.
T. E. NEWCOMER,	-	-	-	-	-	Vice-President.
MRS. ETTA MOORE LONG,	-	-	-	-	-	Secretary.

For 1899-1900.

G. W. FURRY,	-	-	-	-	-	President.
MISS LULU KABLE,	-	-	-	-	-	Vice-President.
MISS MYRTLE ROYER,	-	-	-	-	-	Secretary.

FACULTY.

* * *

J. G. ROYER, ...	President, Moral Philosophy.
D. D. CULLER, ...	Secretary of Faculty, Rhetoric, Literature and German.
J. E. MILLER, ...	Greek and Latin.
O. R. MYERS, ...	Psychology, Pedagogy and French.
G. W. FURRY, ...	Higher Mathematics, Astronomy and Political Economy.
W. L. EIKENBERRY, ...	Science and Civil Government.
A. L. CLAIR, ...	Principal Commercial Department, Bookkeeping and Commercial Law.
G. E. WEAVER, ...	Principal Art Department, Pen Art, Sketching.
MRS. FLORA E. TEAGUE, ...	Phonography and Typewriting.
MRS. LIBBIE ROBERTSON, ...	Director of Musical Department, Piano, Organ, Voice and Harmony.
MISS JOSEPHINE ROYER, ...	Elocution and Physical Culture.
A. W. ROSS, ...	Vocal Music.
MISS MATTIE SCHICK, ...	Assistant in Commercial Department.
J. V. ROLAND, ...	Assistant in Bookkeeping.
W. L. EIKENBERRY, ...	Librarian.
E. C. METZGER, ...	Assistant Librarian.
F. D. MILLER, ...	“ “ “ “
B. S. KEISTER, ...	“ “ “ “
MISS JOSEPHINE ROYER, ...	Superintendent Ladies' Hall.

LECTURERS FOR 1899-1900.

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- REV. WM. A. QUAYLE, - - - - "King Lear."
PROF. JOHN B. DEMOTTE, - - "The American Boy."
W. M. R. FRENCH, - "The Wit and Wisdom of the Crayon."
REV. ROBERT MCINTYRE, - - "Buttoned-up People."
DR. JOHN P. D. JOHN, - - - "The Worth of a Man."
ELD. D. L. MILLER, - - -

On his return from his fifth visit to the
Orient delivered the following series of
Lectures:

- "The Land of the Midnight Sun."
"Laplanders and the People of the North."
"On the Rhine from Cologne to Coblenz."
"Constantinople the Home of the Sultan."
"The Holy Land."
"Egypt as it is."

MISS BERTHA RYAN, - - -

A former student in the College, and now
a missionary in India, lectured on:

- "Personal Experiences in India."
"The Famines of '97 and '99."
"Mission Work in India."

EXPENSES.

(Tuition herein given is for Seminary, Academic and Commercial Departments only. The special tuitions are given under the special departments.)

Tuition, one year (38 weeks), in advance,.....	\$ 35 00
Tuition for a single term or part of a term, per week,.....	1 00
Tuition for two consecutive terms, five per cent discount from single term rates; three consecutive terms, eight per cent.	
Board, per year (38 weeks), in advance,.....	66 00
Board for single term or part of a term, per week,.....	2 00
Board for two consecutive terms, per week, in advance,.....	1 85
Tuition, Board, Room, Fuel and Incidental Fee, one year, in advance,.	131 50
Room, per week,.....	50
Fuel, Fall or Spring Term, each, ...	1 50
Fuel, Winter Terms, each, ...	4 50
Fuel, per year (38 weeks),.....	10 00

NOT INCLUDED IN THE ABOVE.

Incidental Fee, per Term, for those rooming in, ...	50
Incidental Fee, per Term, for those rooming out,.....	1 00
Holiday Vacation Board and Fuel,.....	3 00
Diploma Fee, Academic Department and Commercial,.....	1 50
Diploma Fee, Seminary Department,.....	3 00

Those students not taking full work in the above courses will be charged one-third tuition for one study and two-thirds for two studies. Bookkeeping is equivalent to two studies. In case of sickness, tuition will be refunded if the student is absent two weeks; no allowance is made for less than two weeks' absence.

Self-Board.

We have a limited number of well-furnished rooms for students desiring to board themselves, thereby covering their year's expenses with \$90 to \$95. We have also made arrangements for a limited number of good students to board in clubs.

Write for particulars. Address:

MOUNT MORRIS COLLEGE,
MOUNT MORRIS, ILL.

Courses of Study.

Following are given the courses of study with such explanation as is deemed necessary.

PREPARATORY YEAR.

Students of any degree of advancement are admitted. Persons who have not had an opportunity to secure an education while young, entering here find others of their age and advancement already in these classes. Private as well as class instruction is given.

FIRST TERM,	Arithmetic	Elocution	Orthography	Penmanship	Vocal Music
SECOND TERM,	Arithmetic (Mental)	Grammar	U. S. History	Drawing	Letter Writing (2 hrs.) Debating (1 hr.)
THIRD TERM,	Arithmetic	Grammar	U. S. History	Descriptive Geography	Composition (2 hrs.) Debating (1 hr.)
FOURTH TERM,	Arithmetic	Grammar	Bible Geography	Elocution	

The work of this year is preparatory to all the courses given in the several departments of the college. Its purpose is to give the student a thorough knowledge of the fundamental principles of the branches studied, thus laying a careful foundation for successful study of the more advanced subjects. Students often fail in their effort to get a higher education simply because their elementary training has been inefficient. Great care is taken to have each student well grounded in elementary knowledge.

TEACHERS' NORMAL COURSE.

This course offers superior facilities for the thorough preparation of teachers. The course is intended first, for persons having a very ordinary common school education, who desire to prepare themselves thoroughly and practically to teach in country schools; second, for persons of higher attainments who have had some experience in teaching and who desire such further preparation as will enable them to fill positions in high schools. There is a constantly growing demand for teachers of true professional teaching ability. Those seeking preparation of such a character will find their needs met in the course here offered.

*Mount Morris College.***THREE YEARS' COURSE.****FIRST YEAR, same as Preparatory Year.****SECOND YEAR.**

FIRST TERM,	Essentials of Study	Sentence Analysis	Civil Government	Moral Science
SECOND TERM,	Algebra	General History	Physiology	Political Economy
THIRD TERM,	Algebra	General History	Physiology	Vocal Music
FOURTH TERM,	Algebra	General History	Physical Geography	Drawing

THIRD YEAR.

FIRST TERM,	Algebra	Hist. of Education	Rhetoric	Zoology
SECOND TERM,	Physics	Psychology	Rhetoric	Zoology
THIRD TERM,	Physics	Psychology	Rhetoric	Botany
FOURTH TERM,	Physics	Pedagogy	Rhetoric and Literature	Botany

This course has been carefully graded to meet all the requirements of a state certificate with each year's work practically complete in itself. This enables the student to complete any part of the course, receive credit for it, drop out to teach, and on returning, complete the course and receive his diploma.

One additional year's work will complete the English Scientific course (p. 7), which fills every requirement for admission to the corresponding course in any of our leading colleges.

Students bringing grades from established educational institutions or from county superintendents receive proper credit for same.

ACADEMIC DEPARTMENT.

This department affords thorough preparation for college, for business, and for the profession of teaching. It aims to bring within the reach of every one a preparation leading to that broader scholarly culture which has always been indispensable to the highest success in professional life, and is daily becoming more necessary to the rightful discharge of the common duties of citizenship. In this department three courses are maintained, each requiring four years for its completion. These courses are preparatory to the corresponding courses in college, and fill every requirement for admission to a first-class college with no waste of time or needless study.

COURSES.**CLASSICAL—FOUR YEARS.****FIRST YEAR, same as Preparatory, page 9.****SECOND YEAR.**

FIRST TERM,	Latin Lessons	Sentence Analysis	Essentials of Study	Civil Government
SECOND TERM,	Latin Lessons	General History	Algebra	Physiology
THIRD TERM,	Latin Lessons	General History	Algebra	Physiology
FOURTH TERM,	Latin Selections	General History	Algebra	Physical Geography

THIRD YEAR.

FIRST TERM,	Latin Selections	Greek Lessons	Algebra	Rhetoric
SECOND TERM,	Cæsar	Greek Lessons	Physics	Rhetoric
THIRD TERM,	Cæsar	Greek Lessons	Physics	Rhetoric
FOURTH TERM,	Cicero	Xenophon	Physics	Rhetoric and Literature

FOURTH YEAR.

FIRST TERM,	Cicero	Xenophon	Geometry	Zoology
SECOND TERM,	Virgil	Xenophon	Geometry	Zoology
THIRD TERM,	Virgil	Xenophon	Geometry	Botany
FOURTH TERM,	Virgil	Homer	Literature	Botany

LATIN-SCIENTIFIC—FOUR YEARS.

FIRST YEAR, same as Preparatory, page 9.

SECOND YEAR.

FIRST TERM,	Latin Lessons	Sentence Analysis	Essentials of Study	Civil Government
SECOND TERM,	Latin Lessons	General History	Algebra	Physiology
THIRD TERM,	Latin Lessons	General History	Algebra	Physiology
FOURTH TERM,	Latin Selections	General History	Algebra	Physical Geography

THIRD YEAR.

FIRST TERM,	Latin Selections	Rhetoric	Algebra	Zoology
SECOND TERM,	Cæsar	Rhetoric	Physics	Zoology
THIRD TERM,	Cæsar	Rhetoric	Physics	Botany
FOURTH TERM,	Cicero	Rhetoric and Literature	Physics	Botany

FOURTH YEAR.

FIRST TERM,	Cicero	German	Geometry	Chemistry
SECOND TERM,	Virgil	German	Geometry	Chemistry
THIRD TERM,	Virgil	German	Geometry	Literature
FOURTH TERM,	Virgil	German	Astronomy	Literature

ENGLISH-SCIENTIFIC—FOUR YEARS.

FIRST YEAR, same as Preparatory Year.

SECOND YEAR.

FIRST TERM,	Essentials of Study	Sentence Analysis	Civil Government	Moral Science
SECOND TERM,	Algebra	General History	Physiology	Polit. Economy
THIRD TERM,	Algebra	General History	Physiology	Vocal Music
FOURTH TERM,	Algebra	General History	Phys. Geog.	Drawing

THIRD YEAR.

FIRST TERM,	Algebra	Hist. of Education	Rhetoric	Zoology
SECOND TERM,	Physics	Psychology	Rhetoric	Zoology
THIRD TERM,	Physics	Psychology	Rhetoric	Botany
FOURTH TERM,	Physics	Pedagogy	Rhet. and Lit.	Botany

FOURTH YEAR.

FIRST TERM,	History of Literature	German	Geometry	Chemistry
SECOND TERM,	Literature	German	Geometry	Chemistry
THIRD TERM,	Literature	German	Geometry	Geology
FOURTH TERM,	Literature	German	Astronomy	Geology

SEMINARY DEPARTMENT.

The object of this department is to meet the wants of young people who desire a course between the academic and the university course. Those who complete a seminary course are prepared to enter the Junior class of the corresponding course in any of the leading universities.

COURSES.

CLASSICAL—TWO YEARS.

FIRST YEAR.

FIRST TERM,	Cicero	Lysias	Trigonometry	Rhetoric
SECOND TERM,	Livy	Homer	Trigonometry	Rhetoric
THIRD TERM,	Livy	Homer	Algebra	Literature
FOURTH TERM,	Tacitus	Plato	Algebra	Literature

SECOND YEAR.

FIRST TERM,	Terence	Herodotus	German	Biology
SECOND TERM,	Horace	Thucydides	German	Biology
THIRD TERM,	Horace	Xenophon or Analytics	German	Biology
FOURTH TERM,	Latin Selections	Demosthenes or Analytics	German	Biology

LATIN-SCIENTIFIC—TWO YEARS.

FIRST YEAR.

FIRST TERM,	Cicero	German	Trigonometry	Rhetoric
SECOND TERM,	Livy	German	Trigonometry	Rhetoric
THIRD TERM,	Livy	German	Algebra	Literature
FOURTH TERM,	Tacitus	German	Algebra	Literature

SECOND YEAR.

FIRST TERM,	Terence	French	History	Biology
SECOND TERM,	Horace	French	History	Biology
THIRD TERM,	Horace	French	Analytics	Biology
FOURTH TERM,	Latin Selections	French	Analytics	Biology

ENGLISH-SCIENTIFIC—TWO YEARS

FIRST YEAR.

FIRST TERM,	Rhetoric	Trigonometry	German	Biology
SECOND TERM,	Rhetoric	Trigonometry	German	Biology
THIRD TERM,	Literature	Algebra	German	Biology
FOURTH TERM	Literature	Algebra	German	Biology

SECOND YEAR.

FIRST TERM,	History	French	German	Botany or Zoology
SECOND TERM,	History	French	German	Botany or Zoology
THIRD TERM,	Analytics	French	German	Literature
FOURTH TERM,	Analytics	French	German	Literature

TEXT-BOOKS IN USE.

ENGLISH.

Orthography,..... Ernest
 Letter Writing,..... Ernest
 Elocution,..... Blood & Riley
 Grammar,..... Whitney & Lockwood
 Grammar,..... Whitney's Essentials
 Rhetoric, Academic,.....
 Hale & Tompkins
 Rhetoric, College,..... Genung
 English Literature,..... Painter
 American Literature..... Painter

LATIN.

Grammar,..... Bennett
 First Book,..... Collar & Daniell
 Junior Latin,..... Rolfe & Dennison
 Cicero (Orations),..... Kelsey
 Prose,..... Bennett
 Virgil,..... Greenough & Kitttridge
 Livy,..... Greenough & Peck
 Cicero,..... Kelsey
 Tacitus,..... Hopkins
 Terence,..... Elmer, Rolfe
 Horace,..... Smith
 Selections,..... Arrowsmith & Peck

GREEK.

Grammar,..... Goodwin
 First Book,..... White
 Anabasis,..... Goodwin
 Prose,..... Jones
 Iliad,..... Seymour
 Lysias,..... Morgan
 Odyssey,..... Perrin & Seymour
 Plato,..... Dyer
 Herodotus,..... Johnson
 Thucydides,..... Morris

GERMAN.

Grammar,..... Joynes-Meissner
 Brown's Colloquial German.....
 Märchen und Erzählungen.....
 Altes und Neues.....
 Auf der Sonnenseite.....
 Schiller's Wilhelm Tell.....
 Schiller's Die Jungfrau von Orleans
 Goethe's Hermann und Dorothea....

Lessing's Minna von Barnhelm.....
 Lessing's Nathan der Weise,.....

FRENCH.

Grammar,..... Grandgent
 Reader,..... Van Dael
 L'Abbé Constantin,..... Halevy
 La Mare au Diable,..... Sand
 Plays,.....

MATHEMATICS.

Arithmetic, Mental,..... Brooks
 Arithmetic, Academic,..... Wells
 Arithmetic, Higher,..... Beman & Smith
 Algebra,..... Smith
 Algebra, College,..... Smith
 Geometry,..... Beman & Smith
 Trigonometry,..... Bowser
 Analytic Geometry,..... Loney
 Calculus,..... Osborne

SCIENCE.

Physical Geography,..... Tarr
 Geology,..... Tarr
 Physiology,..... Overton
 Physics,..... Wentworth & Hill
 Botany,..... Bergen
 Chemistry,..... Williams
 Zoology,..... Rettger & Chapin
 Zoology, College,..... Packard
 Structural Botany,..... Bessey
 Mineralogy,..... Dana
 Biology,..... Parker
 Astronomy,..... Young
 Psychology,..... Hallack

HISTORY.

United States,..... Montgomery
 English,..... Montgomery
 General,..... Myers
 Of Education,..... Comparé
 Of Literature,..... Brooke
 Civil Government,..... Thorpe
 Pedagogy,..... Comparé

UNCLASSIFIED.

Descriptive Geography,..... Frye
 Political Economy,..... Walker

Departments of Instruction.

The instruction in the class-room is thorough and practical. The most approved methods are employed in testing the student as to the preparation he has made. The aim is first, to lead the student to think closely, accurately and continuously, and second, to make each recitation a practical lesson in the art of teaching.

English.

English Grammar.—Three terms of the first year are given to a critical study of the essentials of English Grammar placing stress upon the parts of speech. A thorough course of Sentence Analysis and classification is given during the first term of the second year.

Rhetoric.—The third year, so far as English is concerned, is devoted to the study of the Elements of Rhetoric, to composition work, and to collateral reading from easy American and English literature. In the first part of the year stress is placed upon Rhetoric and in the latter part upon Literature while composition work receives its due attention throughout the whole year, originality being the watchword.

Literature.—The aim is to lead the student to appreciate and appropriate the moral and spiritual uplift found embodied in literature. As an aid to this end three lines of work are pursued collaterally: (1) careful critical reading and analysis in class; (2) careful reading and analysis by student for formal examination; (3) rapid reading of easy prose for review and composition work. These several lines pursued collaterally enable the student to learn a great deal about a number of selections and to know something about many other selections. It develops his desire not only for depth but also for breadth of literary knowledge. Selections from the leading American and English authors are used in the courses. Incidentally, as helpful and as sometimes needful, Biography, History of Literature and even Civil History are dwelt upon.

Psychology.—The purpose in the study of this subject is to put the student in possession of a knowledge of the nature of mind activity, in general, and enable him to discover the laws and principles by which the mind is led in its unfolding processes.

Moral Science.—Here are considered the nature and grounds of moral obligation, and the rules which ought to determine conduct in accordance with this obligation. The doctrine of man's duty to himself, to his fellowman, and to his God are made prominent in the study of this subject.

Pedagogy.—This is properly speaking a study in detail of the institution which has been substituted for the ancient *Paedagogus* who had charge of the

Greek youth. The school will be studied as an objective institution co-ordinating with the church and state in the furtherance of civilization. With a proper ideal of what the school should be the teacher can more fully realize its purpose. Among the topics considered are: the organization of the school, the objects and ends of study, and the means of securing it, the objects and motives of recitation, the nature of the teaching process, the management of the school, and the objects and requisites of recreation.

History of Education.—Here will be studied the educational ideal of the human race as exhibited by its best representatives during its entire progress in civilization. The purpose will be not so much to find a standard for imitation as to learn what *has* been, in order that we shall the better be able to judge what *ought* to be.

Ancient and Modern Languages.

Greek.—The course of study in Greek is intended to introduce the student to the life and the language of the ancient people from whom our culture is so largely derived. Commencing with thorough work in the grammar, the student proceeds to the prose of Xenophon, then to the heroic verse of Homer. Constant attention is given to forms and syntax. Composition is studied with the reading of Xenophon. In the study of Homer, attention is given to Prosody and the difference between Attic and Epic Greek.

Latin.—The Latin Lessons aim to give thorough drill in the forms, syntax and idioms of the language. The Lessons are followed by easy "Selections" from interesting writers. In the reading of Cæsar special attention is given to Roman warfare. The "Selections" and Cæsar are equivalent to four books of Cæsar. Six orations of Cicero are read; studies in Roman government are a part of the work. The reading in Virgil consists of six books with studies in Mythology. Prose Composition continues throughout the course. The student is given thorough instruction in the principles of the language and is put in touch with the sturdy and cultured Romans.

German.—The chief aim in the course in German is to make the student so familiar with the language that he will be enabled to read classical literature with some degree of ease. During the first part of the course daily practice in translating English into German is made a special feature of the work. The last part is devoted to the reading of a classical play. Reading at sight is also practiced, and there are regular exercises in conversation.

Mathematics.

Under the head of Mathematics there are given eleven terms' work, one to Mental Arithmetic, three to Practical Arithmetic, four to Algebra, and three to Geometry. The Mathematics is the same in the Classical, Latin-Scientific and Scientific courses. The different branches of mathematical science have a twofold object,—that of disciplining the mind and that of practically applying the principles to the different occupations, arts and sciences.

Mental Arithmetic.—The work in this subject is an introductory to practical, and is intended to give a thorough drill in Arithmetical Analysis in all the operations with fractions and percentage.

Practical Arithmetic,—is found in the two winter terms and the spring term of the first year. The two winter terms are devoted to a thorough treatment of the Metric System, Ratio and Proportion, and all the operations with Percentage. The spring term's work will embrace a discussion of the Properties of Numbers, Roots, with applications, Mensurations and Series. Entrance examinations for the purpose of classification will be given to all students wishing to enter these classes, and classes will be formed each term to meet the wants of such students who are not ready to enter the regular work.

Algebra,—is treated as the *science of the equation*, but of course is preceded by work in Literal Arithmetic—also styled Algebra by most authors. The first objective point is to teach the student to reason with literal numbers, and thus see the advantages of algebraic methods. The theory of Exponents—both integral and fractional—is dealt with from the first. Having mastered all the primary operations, the student gives his attention to the solution of Equations. The *application* of Logarithms is taught so that Exponential Equations may be solved, but the explanation of the theory is left to College Algebra. Many problems from different texts are given to stimulate the student to perform original investigation. The student who has completed an elementary course in Algebra will find he is none too proficient to undertake this course of one year.

Geometry.—The course in this subject includes Plane and Solid Geometry, with a number of lessons on Conic Sections. But two terms—fall and winter of the Senior year—are spent on this branch, and the student must be proficient in all previous work to complete this course. Geometrical drawing is given the prominent place it deserves. Each member is required to draw, in ink, between thirty and forty Geometrical problems, and make paper models of the regular solids. Besides these, numerous other original problems are given to stimulate accuracy and originality of thought. The requirements to enter Geometry are: the previous courses in Arithmetic and Algebra, and one term's Industrial Drawing.

Astronomy.

This subject is given the spring term of the Senior year—the last term of the Preparatory course, that the student may bring into use all his acquired mental power, and obtain a more accurate conception of the plan of the universe. A knowledge of Physics, Drawing, and Solid Geometry, including Spherical Geometry, is required to enter the class. A text-book is used which gives full information on Descriptive Astronomy, and treats the subject mathematically as far as the knowledge of the student permits. Numerous outside problems are given. Astronomy by observation is given special attention, whenever possible.

Drawing.

The term's work in Drawing required to enter the Classical and Latin-Scientific courses is identical with the first of the two terms required in the Scientific course. The object of Industrial Drawing is to cultivate accuracy, neatness, taste, form, arrangement, symmetry; also to aid directly the studies of Geometry, Astronomy, Botany, Zoology, Physics. In the main Free-hand Drawing is insisted upon throughout.

Sciences.

Descriptive Geography.—A general outline is given of the physical features and resources of the various countries, their peoples and governments; and much stress is placed upon commercial relations.

Physical Geography.—The main object is to present to the student a general outline of Physical Geography, which, by its simplicity and conciseness, shall be suited to the amount of general information he is expected to possess, as well as the limited time available for this study in the course.

Geology.—A thorough study is made of physiographic, lithological, dynamical and historical geology. The student is encouraged to make himself thoroughly familiar with the neighboring outcroppings, and learn to distinguish and classify by frequent reference to the College Cabinet, and to this end he is required to form a cabinet for himself of at least sixty-five specimens, each specimen being carefully classified and labeled.

Botany.—In Botany the greater part of the time is devoted to the study of the general anatomy and physiology of flowering plants. Simple chemical tests are made for different structures and tissues. Physiological processes are demonstrated by simple experiments. The remainder of the time is devoted to a systematic study of the local phanerogamous flora. Each student is required to classify and mount a considerable number of specimens. Laboratory work, including recitations, ten hours per week.

Zoölogy.—The work in Zoölogy is largely of a practical nature. Typical forms, both vertebrate and invertebrate, are studied and dissected by each member of the class, and sketches made of the results of the dissections. As further practical work, subjects are assigned to the members of the class, and carefully prepared essays are required embodying their independent observations. Laboratory work, including recitations, ten hours per week.

Physiology.—The work in the text-book is supplemented by lectures and demonstrations. The fact is constantly kept in mind that a thorough understanding of the anatomy of each part is the first thing to be gained. Constant use is made of the skeleton and the manikin. Physiology and hygiene are then studied, special consideration being given to the latter subject for the benefit of those who intend to teach.

Chemistry.—The Chemical Laboratory is supplied with the necessary chemicals and apparatus for a thorough course in general chemistry. The class spends ten hours per week in laboratory work, together with recitations and instruction by lectures.

Physics.—The work consists chiefly of recitations from the text-book. The laboratory is supplied with suitable apparatus, so that all points in the lesson are illustrated by experiments performed before the class. In addition to this a certain amount of experimental work is required from each student.

History.

United States History.—The course is thorough and practical, covering the entire field, giving the student not only the facts about events but also their causes, enabling him to see in one survey the growth of our national institutions and the forces that held the moulding power.

General History.—This course gives the student a glimpse at the history of nations. Only the more important events are studied by which the student may notice the epoch-making forces in national life. The foundation is laid for advanced work. A text-book is used as a basis for class work but collateral readings upon special topics are assigned by the teacher.

Civil Government.—The object is to develop the student's power of reasoning in governmental affairs and show his individual responsibility to the State. The Constitution of the United States is carefully considered historically and then analyzed in detail. This is followed by an outline and a discussion of the State constitution.

Political Economy.—This subject is treated as embracing the three branches: Science of Value, Social Economy and National Economy. The student is trained to determine the natural laws which regulate Values, Demand and Supply, Capital and Labor, the principles of Division of Labor, Use of Money, etc. Students are led to think for themselves by discussions involving all the issues bearing upon the different topics. One essay on some practical theme is required of each student.

SEMINARY.

Ancient and Modern Languages.

Greek.—During the Freshman year the following works are read—Orations of Lysias, as forming a model of pure Attic style; six books of the Odyssey, and the Apology and Crito of Plato. Exercises in Greek writing continue through half the year. The Sophomore year consists of selections from the histories of Herodotus and Thucydides, two books of Xenophon's Memorabilia and several of the orations of Demosthenes. Constant drill is given in the important principles of syntax. A cursory view is sought of the department of Greek literature which these authors represent. Studies in Greek life and history are an important part of the work.

Latin.—The Freshman year consists of reading two of the minor philosophical works of Cicero, two books of Livy, and the Germania and Agricola of Tacitus. Special stress is laid on etymology, syntax and history. Latin

writing accompanies the reading of Livy. In the Sophomore year the student reads two plays of Terence, the Odes and Epodes of Horace and selections from several of the best authors. The aim of the Seminary work is to give the student a thorough understanding of the language and facility to translate into good idiomatic English. In connection with the study of Horace instruction in Latin metres will be afforded. Sight translation continues throughout the course. Studies in antiquities and literature are taken up with the different authors read.

French.—The earlier portion of the course is devoted to a thorough study of forms, especially of the irregular verb, based on Whitney's Grammar. At as early a stage as possible, exercises in translation are introduced. In this connection a careful study is made of the more common idioms. Regular exercises in composition are required. In reading French, selections from contemporaneous writers are employed, in order to familiarize the student with the French of to-day and prepare him for the reading of current literature.

German.—The work of the Academic Department has, it is presumed, prepared the student for rapid and intelligent reading and he is introduced to Classical German as represented by Goethe, Schiller and Lessing. Modern Prose with sight reading and exercises in conversation and in writing German are required as in the Academic course. Some attention will be given to the History of German Literature. The course will aim to give the student mastery of the language so that he can read it with profit and pleasure.

English.

Literature.—With the same aim as in the Academic work and pursuing much the same method, the work in the Seminary purposes to furnish the student a comprehensive view of the entire field of English Literature. Much collateral reading will supplement the lectures and class room discussions. Critical reviews requiring original work on the part of the student will be one phase of the work throughout the courses which are as follows:

FIRST TERM.—English Literature before Shakespeare.

SECOND TERM.—From Shakespeare to Dryden.

THIRD TERM.—From Dryden to Browning.

FOURTH TERM.—American Authors.

Rhetoric.—The theory of Rhetoric will be presented and will be accompanied by practical exercises illustrating and applying the principles taught. Special attention will be given to the four processes in discourse and the fundamental elements necessary to a clear, graceful, and forceful expression of thought.

English History.—Two terms of the Sophomore year are given to English History. The student will study not only the history of our mother country thoroughly but he will also learn much about the formation of the English language and literature.

Mathematics.

The work offered in mathematics is the same in each of the three courses. The double object of giving mental discipline and becoming acquainted with its practical applications, holds here as well as in the Academic course. In this practical age its value can hardly be overestimated when it is remembered that its principles underlie nearly all the great works and enterprises of modern civilization. The subjects offered are usually classed under Pure Mathematics, but the idea of their practical application is given due prominence.

Trigonometry.—This branch extends through the fall and first winter terms. Plane and Spherical Trigonometry are studied with special reference to the development of the theory and demonstrations of all formulæ which are to be used further in the course.

College Algebra.—The remaining half year is devoted to College Algebra. The subjects treated are those not studied in Academic Algebra, and include: Indeterminate Equations, Variation; Convergency and Divergency of Series, Undetermined Coefficients, Logarithms (theory alone, applications having been given in Academic Algebra), Permutations, Probability, Determinates, and especial attention to the theory and solution of Higher Equations.

Analytic Geometry.—This subject is treated the last half of the Sophomore year. The straight line, the parabola, the hyperbola, and the most important Higher Plane Curves are carefully considered. Some time is spent on Geometry of three dimensions. Accurate drawing of special curves with the aid of coordinate paper are required, and the fundamental principles of Graphic Algebra explained.

Biological Sciences.

Elements of Biology.—This course includes a study of typical species of plants and animals. The student is also required to make himself familiar with simple methods of staining, embedding in paraffine, cutting sections with the microtome, etc. Laboratory work ten hours per week. Lectures additional.

Zoölogy or Botany.—This work must be preceded by the course, Elements of Biology, given during the Freshman year. Laboratory work ten hours per week. Lectures additional.

BIBLE DEPARTMENT.

Instructors.

J. G. ROYER, Moral Science, Homiletics and Exegesis.		
J. E. MILLER, New Testament Greek.	O. R. MYERS, Psychology.	D. D. CULLER, Biblical Literature.
FLORA E. TEAGUE, Life of Christ and Bible Geography.	JOSEPHINE ROYER, Elocution and Hymn Reading.	

The purpose in view in this department is to promote Bible study among young people. We hold that every young man and woman should be encouraged to make the Bible central in his reading and study. The English Bible is not only the greatest classic in our literature, but it also touches and crowns all other branches of knowledge, helping one to appreciate that which is best in all. Bible study brings one in touch with the most earnest and self-sacrificing spirits of this and every other age, and is therefore the most potent means for the development of noble Christian character.

The work with us is *many-sided*, including religious devotion, instruction and study, home and foreign mission work, practical pastorate duties, Sunday school management, and methods of *soul-winning* as employed in the various lines of Christian work. A carefully arranged course is offered to all who desire to make the Bible a major study in their school work. Each year's work is practically complete in itself, and the student may take all or such a part of the course as is best adapted to his special wants, possibilities, and the time he may be able to devote to the work.

COURSE—THREE YEARS.

FIRST YEAR.

FIRST TERM,	Bible Geography	Elocution	Arithmetic (Mental)	Vocal Music	Penmanship
SECOND TERM,	S. S. Normal	Grammar	Arithmetic	U. S. History	Drawing
THIRD TERM,	Missions	Grammar	Arithmetic	U. S. History	Des. Geography
FOURTH TERM,	N. T. Exegesis	Grammar	Arithmetic	Elocution	Hymn Reading

SECOND YEAR.

FIRST TERM,	Life of Christ	Essentials of Study	Sentence Anal.	Civil Governm't
SECOND TERM,	Life of Christ	Algebra	General History	Physiology or Homiletics
THIRD TERM,	Passion Week	Algebra	General History	Physiology or Homiletics
FOURTH TERM,	Church History	Algebra	General History	Phys. Geography

THIRD YEAR.

FIRST TERM,	Moral Science	Rhetoric	Algebra	N. T. Greek or Zoology
SECOND TERM,	Psychology	Rhetoric	Physics	N. T. Greek or Zoology
THIRD TERM,	Psychology	Rhetoric	Physics	N. T. Greek or Botany
FOURTH TERM,	Pedagogy	Rhetoric and Literature	Physics	N. T. Greek or Botany

It is a demonstrated fact that the work of the student at school is not so much to acquire a knowledge of the Bible as it is to learn *how* to study it. The study of the several books of the Bible is the work of a lifetime. The purpose of the student at school is to ascertain where knowledge is and how to secure it. Such opportunities are afforded the student of this department of our college.

By Correspondence.—A careful test of Bible teaching by correspondence has proved the method a success. It is the only practicable plan of reaching the thousands of scattered students who find it impossible to attend Bible institutes, and who are able to give but a brief time each day to the study of the Word.

By the correspondent method the student is brought into direct contact with a competent teacher of the Bible. It is true the student does not *see* his teacher, does not hear his voice, but he has the advantage of a competent teacher's experience in dealing with difficulties which often prove insurmountable to the otherwise unaided student. It also fixes his attention upon the Bible as his text book, rather than upon books about the Bible. It obviates the difficulty of remoteness by bringing the Bible school into the home of the student, thus sparing him much expense. All who may be interested in Bible study are invited to write for particulars.

ELOCUTION AND ORATORY.

The Aim.—The first aim is to develop the entire person, body, mind and heart, for the measure of a speaker's power is first and foremost the measure of his manhood. The next is to enable the student to convey his thoughts, feelings and convictions to others.

The Method.—"The first work is to teach a man's body to serve his soul."—*Beecher.* The only means of expression is the body and the voice. These, then, must receive careful training that they may be free to express what the soul feels. The *source* of expression is the soul, and the truth to be expressed must be held before the mind till the feelings are aroused. No one can teach the soul *how* to express. It is taught of God. The work of the teacher is to awaken the soul to see and feel, and to make the body free.

Physical Culture.—The most gratifying results have been obtained by the careful practice of the Emerson Physical Exercise. Hundreds have been improved in general health, and many cured of dyspepsia, nervousness and insomnia. These exercises are of special advantage to students, giving not only health but grace, and rendering the entire muscular system responsive to thought, feeling and purpose.

Voice Culture.—Says an eminent divine: "I believe that every man should train his voice and body under some system of Elocution. First, for the health it affords. Second, for its educating effects. Third, for the advantage it gives a man over others for usefulness." What accomplishment is more delightful or helpful than a sweet, expressive voice? This is within reach of every per-

son, and the careful daily practice of the exercises given will accomplish this in every case.

Articulation.—Frequent exercise is given to secure freedom of the articulating organs. For beauty of speech the mental process is employed, making this part of the work of great interest. For all impediments of speech the discoveries of Prof. Alexander Graham Bell in Vocal Physiology are used.

COURSE OF INSTRUCTION.

First Year.

FIRST TERM.—Recitations; Elementary Gesture; Correct Breathing; Physical Culture; Orthography; Anatomy.

SECOND TERM.—Recitations; Imagination and Personality in Rendering; Tone Direction and Articulation; Marching; Exercises to Develop the Form; Grammar; U. S. History; Debating; Anatomy.

THIRD TERM.—Recitations; Relation of Values; Exercises for securing perfect Poise; Tone Direction, Articulation; Grammar; U. S. History; Debating.

FOURTH TERM.—Progressive Steps in Rendering; Sight Reading; Bodily Expression; Responsive Work in Gesture; Training of Ear to recognize Quality and Direction.

Second Year.

FIRST TERM.—Recitations; Advanced Rendering; Responsive Gesture; Rendering of Shakespeare—Merchant of Venice; Physical Exercises, with special reference to Unity; Formation of Vocal Ideals; Rhetoric.

SECOND TERM.—Recitations; Scenes from Shakespeare's Julius Cæsar; Cuttings from the works of Emerson, Browning and Dickens; Physical Culture; Cultivation of Resonance through Poetic Reading; Rhetoric.

THIRD TERM.—Recitations; Drill Work on Selections from Great Orators; Shakespeare's Romeo and Juliet; Exercises with Dumb Bells and Indian Clubs; Cultivation of Resonance through Poetic Reading; Rhetoric.

FOURTH TERM.—Rendering of Shakespeare's Hamlet; Translation of Gesture at Sight; Bible and Hymn Reading; Volume and Power in Voice; Bodily Expression; Dumb Bells and Indian Club Exercises; English Literature; Recitals.

The text-books used are the same as those used in Columbia School of Oratory Chicago.

Tuition.

The first and second terms are free to students in the Literary and Bible departments of the College. For special work on the first and second terms, or for the work of the remainder of the Course, classes of not less than six or more than twelve will be formed at \$2.00 per student, per term. These classes are limited in number so as to secure each student an opportunity to recite daily.

MUSIC DEPARTMENT.

This department has been established for the purpose of affording facilities to pursue the study of music in its different branches. It aims (*a*) to give the student a good foundation for a practical musical education, with special aim to enable him to impart such knowledge to others; and (*b*) to create in the student an inclination for such thorough, conscientious work as shall give breadth of culture to his musical education.

Piano Forte.

The object of piano study is to cultivate musical discrimination and to afford an intelligent interpretation of the works of great composers. To accomplish these results such studies will be given as shall meet the needs of each individual student. Special attention is paid to position, touch, figuring, expression, and phrasing.

Voice.

Nothing is of greater importance than a practical knowledge of the proper use of the voice. Respiration, intonation, attack, and enunciation are among the leading features of the technical drill.

Chorus.

This course is provided to meet the needs of those who are beginning the rudiments of music. Much knowledge is acquired and an acquaintance made with standard works.

Harmony.

A musical education is incomplete without a knowledge of harmony. It embraces a knowledge of intervals, the construction of chords and their inversions, modulation, suspension, harmonizing melodies, chants and chorals.

History of Music.

In this course knowledge is gained of the history of music from the dawn of the Christian era to the present. All members of the music department are expected to attend these classes.

COURSES OF STUDY.

Piano.

Grade I.—Mathew's graded course, etudes and studies by Kahler, Gurlitt, Duvernoy, Czerny, Bertini, Lœschom and others; sonatines and pieces by Schmitt, Diabelli, Reinecke, Spindler, Schumann, etc.; theory and history.

Grade II.—Mathew's graded course, etudes by Germer, Krause, Doring, Bach,—preludes, pedal exercises, sonatines and Rondos by Clementi, Kulan, Dussek, and others; Mendelssohn, "Songs without Words;" selections from various authors; theory and history.

Grade III.—Mathew's graded course; etudes by Czerny, Doring, Jensen, Bach, —inventions, Heller's Rythmical studies, Cramer etudes, Czerny's octave studies, sonatas of Haydn, Mozart and Beethoven, selections from Schubert, Weber, Raff, Grieg, Brahms and others; harmony and history.

Grade IV.—Cramer etudes, Clementi *Gradus ad Parnassum*, Kullak, octave studies, Bach, Fugues, Beethoven, sonatas, Mendelssohn and Mozart concertos, composition by Chopin, Scharwenka, Moskowski, McDowell, Henselt and others; harmony and history.

Organ.

Landon's organ method; Landon's studies and exercises; Raymond's collection from various authors; selections from Handel, Haydn, Mendelssohn and others; accompaniments for chorus and solo work; construction of interludes and modulations; works for organ in all forms of sacred music, theory, harmony, history and chorus work.

Voice.

Grade I.—Respiration, placing the voice, tone development, legato exercises, solfeggi, enunciation, easy ballads, theory, harmony, and history.

Grade II.—Continuation and enlarging of preceding exercises, medium solfeggi, vocalises, diatonic and chromatic scales, songs; theory, harmony and history.

Grade III.—Exercises for flexibility, interval exercises, turns, trills, advanced vocalises and songs, selections from oratorios; theory, harmony and history.

Selections will be made from the works of Bonoldi, Concone, Bordogni, Sieber, Abt Marchesi and others.

Recitals are given affording students opportunities to appear in public.

COMMERCIAL.

Mount Morris Business College offers a thorough modern and practical business training. On entering the College the student is immediately put in business relations with other students, and thus learns business by doing business. This method inspires the student with interest. It develops the sort of self-reliance necessary to secure a good position and hold it.

The courses of study are stronger and more complete than those usually offered by business colleges.

The Shorter Commercial, completed in five to nine months, is thorough and practical. Students completing it receive diplomas recommending them as fully qualified bookkeepers.

The Advanced Commercial meets the growing demand for young men and women who have a desire for a more extended business education than that obtained at ordinary business colleges. This course is very popular among those who are preparing to teach in commercial colleges. Graduates from this course are now very satisfactorily filling positions as principals of business colleges in different parts of the United States.

COURSES OF STUDY.

SHORTER.

FIRST TERM,	Arithmetic	Penmanship	Orthography	Bookkeeping
SECOND TERM,	Arithmetic Mental	Grammar	Commercial Law	Bookkeeping
THIRD TERM,	Arithmetic	Grammar	Commercial Law	Bookkeeping
FOURTH TERM,	Arithmetic	Grammar	Elocution	Bookkeeping

ADVANCED.

FIRST TERM,	Essentials of Study	Sentence Analysis	Civil Government	Moral Science
SECOND TERM,	Physiology	Polit. Economy	Drawing	U. S. History
THIRD TERM,	Physiology	Geography	Banking	U. S. History
FOURTH TERM,	Pen Art	Typewriting*	Banking	Elocution

* For tuition see page 32.

City Business Colleges require many times the expenditures necessary here. In many of those colleges high prices are charged for fancy, glittering surroundings, which are more to attract the eye of the young student than to afford aid in instruction. Exorbitant prices are charged for books and other materials which, it is claimed, are indispensable. Board is always much more expensive than here.

The Regular Tuition admits the student into the business courses. It also entitles the student to all the classes and privileges of the school, under the general tuition. It is our constant aim to reduce all expenses to the smallest sum possible.

PREPARATORY DEPARTMENT.

Those who desire to take a complete commercial course, but are not fully qualified to enter the college proper, may study the common English branches. Such students receive special attention in this department, and are prepared, as speedily as possible, to take up the work of the

THEORETICAL DEPARTMENT.

Here everything that will prove of value to the student when he enters the commercial world is treated in a thorough manner.

Book-keeping.—This subject is frequently understood imperfectly by business men and is often taught and practiced simply as an art. But it is a science as well as an art and affords excellent discipline for the mind. It is a very attractive study and occupies a legitimate and important place in the field of knowledge. In its scope all classes of accounts of both Single and Double Entry, and a variety of labor-saving forms adapted to various kinds of business, is included.

Mental and Commercial Arithmetic are essential studies in a business course. Under the former, quickness and accuracy are sought after, while under the latter a thorough mastery of the principles of business arithmetic. Special attention is given to rapid methods of addition, short methods of subtraction, multiplication and division, and the shortest and best way of computing interest.

Commercial Law.—It is not intended to enter into so exhaustive a treatment of the subject as to make a lawyer of the student, but the aim is to place such safe-guards around his commercial engagements as will enable him to avoid litigation and expensive lawsuits, most of which grow out of ignorance of the easily-mastered principles of law governing business transactions.

Business Correspondence and Forms.—The student is required to give special attention to Letter Writing and Composition, and is made familiar with all the forms of Commercial Paper, such as notes, drafts, receipts, checks, bills, deeds, leases, mortgages, etc.

BUSINESS PRACTICE DEPARTMENT.

On entering this department the student is provided with ample capital and all necessary stationery, books, blanks, documents, etc., incident to the actual work of a merchant. After completing this initiatory course of business practice, and having his books in proper shape, he is advanced to the

OFFICE AND BANKING DEPARTMENT.

Here he takes charge of the large set of books and performs all of the duties of the several offices. The first he enters is the **Commercial Exchange**. The purpose of this office is to serve as a medium of exchange between the

pupil and all parties except the other business houses. It performs in a manner the function of a clearing house. He next enters the **Transportation Office**. Here the student acts as station agent, receiving goods for shipment, receipting for transportation charges, delivering goods received, making out way bills, etc. Next he is advanced to the **Commission House**, where he gives his entire attention to receiving and selling goods on commission, rendering account sales, etc., after which he takes charge of the **Real Estate Office**. In this office he rents the necessary accommodation for conducting the business in which he is about to engage, or purchases the required real estate. In the one case he receives a lease, in the other a deed. All the real estate business of the department is transacted through this office. It is of such a nature as to give the student a practical knowledge of the various documents and records of the real estate broker.

The **Merchant's Emporium** represents several wholesale firms which furnish merchandise at wholesale and jobbers' rates. The method of book-keeping in this office reduces the labor of account keeping to a minimum, and, although the method is so very simple, it is entirely adequate to the requirements of a thoroughly legal record. It is very popular among leading wholesale firms. Lastly the student enters one of the **College Banks**. Here exactness and accuracy are the watch-word. These banks illustrate the workings of the National Banks of the United States of to-day. They receive deposits, discount papers, give certificates of deposits, certify checks, make collections, and carry on a regular system of exchange. The work of each day must be brought out promptly, and as accurately as in any bank. Many of our students will never be Commission Merchants or Bankers, and yet, if parents fully appreciated the value, experience and discipline which the several offices afford, they would spare neither time nor money to have their sons complete this course. One of the great advantages afforded the students who attend our school is the fact that book-keeping, as applied to all kinds of business, may be thoroughly and practically learned here. Parents looking for a school should note this. Will it pay to attend a Business College? Hear what master minds think of it and then draw your own conclusions.

"The young man who starts in business at this time will stand but little chance without a business training. The mercantile profession must be studied just the same as medicine or law, and too high praise can not be given to the gentlemen who conduct these training schools."—*John Wanamaker*.

"A trained man will make his life tell. Without training you are left on a sea of luck where thousands go down while one meets with success. Business Colleges furnish their graduates with a better education for practical purposes than Princeton, Harvard or Yale."—*James A. Garfield*.

"Whatever vocation you may choose as your life work, there can be no question but that the first step is to obtain a practical business education. This will be available in any calling as a resource, giving strength and confidence to the mind it will come up to aid every day of your life."—*Henry Ward Beecher*.

GENERAL INFORMATION.

The Faculty are teachers of ability and experience, who are permanently located in the school. They give their entire time and thought to the students of our school.

Positions are not guaranteed by this school. No honest school can do so, but students who prove themselves worthy in both character and scholarship are practically certain of securing remunerative employment.

When to Enter.—While it is desirable to begin at the opening of the Term, students may enter at any time, and pursue their work advantageously. Besides the recitations which are held daily in all the branches, individual instruction is given, enabling the student to overcome the obstacles in his way.

The Time Required to complete the course depends largely upon previous experience, and application of the student. Everything valuable requires time for its acquisition. This is especially true in the acquisition of a practical business knowledge. It is to the student's interest to remain until he has mastered the work thoroughly, be the time five months or a year.

Qualifications for Entering.—An ordinary common school education is all that is necessary to enter this institution. If a student has not been in school for some time, and is behind in his studies, he will receive, if necessary, personal instruction at his desk, until he is prepared to enter any of the classes without embarrassment.

Diplomas.—All students who complete the full course, pass the required examinations, and sustain a good moral character, are awarded a beautifully-engraved diploma.

Class recitations and drills are held daily in all branches taught. Besides this, individual instruction is given at the student's desk, thus enabling him to overcome the obstacles in his way. This individual instruction is a great aid to many students, and is one of the features of the business department.

The welfare of students is carefully studied; the closest attention is given to their wants and progress, and interest in them does not cease with their course of study.

SHORT-HAND AND TYPE-WRITING.

That the best and most important education is that which enables young people to earn an honorable livelihood, is without question. To do this requires skill in some line of work that the public demands. Of the various lines, it has been clearly proved that a young man or woman can possess no better preparation for success than a thorough knowledge of Short-hand and Type-writing. To prepare young people for this department a course fully meeting the most exacting demands has been laid out. The advantages offered are practical methods, thorough training, progressive systems and efficient preparation.

Law and General Reporting.

Any young man who is ambitious to rise to distinction and independence in the world, should consider the advantages offered by Law and General Reporting. It is true it demands a high degree of skill, but this can be obtained by diligence, perseverance, and determination. The subject of Law Reporting has received legislative attention in many States, and official Stenographers have been appointed, and will continue to be, as time passes.

A general reporter can utilize his skill in reporting proceedings of conventions, commissions, conferences, speeches, etc. The compensation for this class of service is from \$1,500 to \$5,000. The reporters of the House of Representatives each receive \$5,000 per year.

Easy to Learn.

Short-hand is as easy to learn as the common branches of study, and can be acquired by any person having a fair idea of the correct pronunciation and spelling of words, no matter how young.

In all the cities and large towns there are numerous short-hand writers, but they who are considered experts are comparatively few. Of these the number that, by reason of their manual skill, alertness of mind, and general information, are equal to the most difficult emergencies of legal and scientific reporting, is still smaller, so that the remark made by Daniel Webster, in regard to the chances in the profession of law, will apply with equal force in the profession of reporting: "There is plenty of room at the top." And for any one to hesitate in taking up the study of Short-hand because he may not become an expert would be about as unwise as for a person to be afraid to begin the study of medicine because he fears he may not become the highest authority in the profession.

Further, the demand for those who are willing and desire to do amanuensis work is still larger. *Never* before in the history of Short-hand has the pen of the stenographer been appreciated as it is now. Its advantages are becoming so manifest that in many business houses they would as soon do without their telegraph or telephone as without their stenographer. The short-hand writer with his 150 words per minute and his 40 to 50 words per minute on the type-writer, can get through with such a mass of correspondence in a single day, that the business man who becomes accustomed to such rapid methods in business is never again going back to the old slow way.

It is the verdict of many wise and experienced persons that an education that does not embrace a knowledge of Short-hand must be regarded as incomplete. Hear what some have to say.

Importance of Short-hand.

Hon. Leonard Sweet, of Chicago, in a speech recently, said: "A boy applied to me for a position; he was bright, sharp, and fresh from school. I asked him, 'What can you do?' He answered, 'I can read Homer, translate Horace and scan Vergil, and I am versed in Geometry, Chemistry, etc.' I said, 'Can you write short-hand for me?' He replied, 'I never thought of learning short-hand and type-writing.' I was compelled to tell him he could not help us. I regard short-hand as one of the principal sciences, not only for learning, but as a drill for the mind, equaling, if not surpassing, the classics."

Professor Jaspar Spar says: "I may be thought extravagant, but we are confident of speaking the truth when we say, we would not give up our knowledge of short-hand for \$500 increase to our income."

Type-writing.

This department is conducted as a department separate from that of Short-hand, and is in charge of a thorough and experienced instructor, who has devoted much time and attention to type-writing work.

Each student receives personal instruction upon every point necessary to prepare him for the satisfactory discharge of all type-writing duties. Students receive constant practice in transcribing their short-hand notes on the type-writer, and as the appearance of the work, as it comes from the machine, is a matter of great importance, the pupils are continually drilled in writing business letters, commercial papers, and other documents, and are instructed in the most modern and approved methods of arrangement and form, thus learning to prepare each of the various papers with neatness and taste.

Type-writing is one of the best means of teaching spelling, capitalization, punctuation, and composition. Moreover, so great is the demand now for short-hand writers who can operate the type-writer, that the boy or girl who learns both is possessed of a valuable trade or profession.

Chas. Reade, in his work on "The Coming Man," says, "I advise parents to have their boys and girls taught short-hand and type-writing. A short-

hand writer who can typewrite his own notes would be safer from poverty than a great Greek scholar."

Course.

FIRST TERM.—Orthography, Elocution, Grammar, Penmanship and Letter Writing.

SECOND TERM.—Grammar, Phonography, Typewriting, Debating.

THIRD TERM.—Grammar, Phonography, Typewriting, Commercial Law.

FOURTH TERM.—Grammar, Phonography, Typewriting, Commercial Law.

Expenses.

Tuition per term,.....	\$12 00
Books and Stationery for the course,.....	\$6 00 to 8 00
Diploma Fee,.....	1 50
Use of Machine per term,.....	1 50

For Board, Room Rent, Fuel and Incidental Fee, see page 8.

PENMANSHIP AND ART DEPARTMENT.

"One drop of ink may make a million think."

The managers have spared neither pains nor means to make the accommodations of this department such as will enable the student to do first-class work.

The Instruction is thorough, practical and common sense, and the methods used are those best suited to the wants of the student, taking into consideration his age, natural inclination, previous preparation, etc. Individual instruction is given when needed.

Blackboard Work is an indispensable part of the successful teacher of Penmanship. It is used freely in the analysis of the letters, and for practice exercises.

Lectures.—Frequent lectures are given on "How to Teach Writing in Public Schools," "How to Organize and Teach Evening Classes," "How to Teach Penmanship in Business Colleges," and "How to Teach the 'Beautiful Art' in Normal Schools," etc.

The Course.

The course is comprehensive as well as thorough, and has been carefully arranged to meet the demands of those who desire to qualify themselves in the shortest time and at the least expense, to fill the various positions in the calligraphic art.



Business Writing.—A good handwriting without a shade or flourish is recognized in the commercial world to be an accomplishment of untold value. There are few attainments that form such an important part of the daily vocation of every business man as a good, plain, rapid handwriting.

Artistic Writing.—Under the head of Artistic Writing are recognized Card Writing, Backhand, Copperplate (imitation), Shaded Base, and Combinations. Such movements are employed as are best suited to obtain the required results.

Engrossing.

A penman who can engross handsomely is in possession of a very pleasant and profitable branch of Pen Art. It is very essential in filling Marriage Certificates, Diplomas, Family Records, and in writing Resolutions, Testimonials, Invitations, etc.

We teach Round Hand, Rustic Lettering, German Text, Old Roman, Sylvan Text, Old English, etc.

Flourishing.

Observation has established three necessary requisites in Flourishing: Grace, Harmony, and Artistic Beauty. From the pen's point may flow curves as graceful as the rainbow, hair lines as fine as the finest, and shades as beautiful as truth.

Beautiful Flourishing is to the eye what good language or good music is to the ear. We instruct in numerous designs from a quill to the king of beasts; but from an ornamental rather than a practical stand-point.

Drawing.

Learning to Draw is learning to see. No education is complete without a knowledge of Drawing.

In Architecture and Designing it is very necessary that a person has a thorough understanding of this Art. In almost every profession, from the lowest rank to the highest, Drawing can be used advantageously.

Pen Drawing is becoming very prominent in preparing illustrations for Newspapers, Catalogues, Magazines, etc.

A Pen Picture, simple as it may be, occupies a high rank among the works of Art.

Portraiture.—Parties desiring to reach the top round in Pen Art must command the pen with such a degree of skill that from its point may issue perfect likenesses.

Designing is an art in which very few are skilled; and yet it is one of the most essential attainments of the Artist. Man is not a mere imitator, but he plans, creates, and designs to suit his individuality.

Vertical Writing.

Much has been said concerning the merits and demerits of Vertical Penmanship. We are prepared to give class and personal instructions in this form of writing. Teachers and all who desire to learn Vertical Writing will find our instructions up to date, thorough and practical.

In Painting instruction is given in Oil and Water Color and in Pastel. The work consists of painting from life, still life and nature, or copying in oil, pastel or water color.

Courses.

Art Course.—This course has been carefully arranged to meet the demands of those who want instruction in Crayon, Pastel, Water Color, Pencil, India Ink, etc.

Shorter Pen Art Course.—This course comprises Business Writing (both sloping and vertical), Artistic Writing, Card Writing, Engrossing, Lettering, Shaded Base, Back Hand, Flourishing, Designing, Large Specimen Work, Pen Drawing, Blackboard Work, Theory of Teaching, Etc.

Professional Pen Art Course.—The purpose of this course is to make not only a master Pen Artist, but a thoroughly prepared and successful Art teacher. Besides the Shorter Course, it includes Free Hand and Perspective Drawing, Pen and Pencil Drawing from copies, models, objects and nature; original and mechanical designing, Cartooning, Portraiture, Blackboard Work, Lectures on Methods, Etc.

TUITION.

Shorter Course.

Per term (three hours daily), ...	\$12 00
Per year (38 weeks) (three hours daily), ...	45 00

Professional Pen Art Course.

Per term (three hours daily), ...	15 00
Per year (38 weeks), ...	55 00

The above tuition does not include the materials used in the course. Persons paying the tuition for either of the above courses are at liberty to take such other regular studies as they may desire, free of charge.

Painting.

Oil and Water Color, per lesson, ...	50
Pastel, per lesson, ...	25

GENERAL INFORMATION.



History.—The story of Mount Morris College takes one back to the time when the Indian and the deer still roamed over the broad prairies of Illinois. It was in the "thirties" that a few public spirited citizens of what was then known as Pine Creek Settlement determined that their school known as Pine Creek Grammar School should be developed into a seminary of higher education. About this time the Methodist Conference resolved to establish an institution of learning in Northern Illinois. The committee on location decided in favor of Mt. Morris. On the Fourth of July, 1839, the corner stone was laid and the institution received the name of Rock River Seminary. Under the liberal patronage of those enterprising settlers the school prospered. The students developed with the spirit and energy of a new country upon them. As a result a surprisingly large proportion of them rose to distinction. Among their number are found cabinet officers, senators, representatives, governors, judges, leaders in business and finance, besides many prominent ministers of the Gospel. In 1879 the school passed into the hands of the Brethren, and its name was changed to Mount Morris College. Their aim was to build up an institution that should prove a foster mother to worthy young people seeking a practical education. Thousands have had their intellects quickened and their hearts warmed with a love of humanity that has put them into prominent and enviable positions in life.

Location.—Mt. Morris is a beautiful town of 1,200 inhabitants, 100 miles west of Chicago. It was founded by earnest Christian pioneers from the east, and having always been a school town one would naturally expect to find its inhabitants a people of intelligence, culture and refinement. The town has churches and public schools, but no open saloons or billiard halls. Public sentiment has always been so overwhelmingly against these and other vices so common to college towns, that the atmosphere of the place is almost entirely free from those things which hinder earnest, successful study.

Buildings.—The College surrounded by its park-like campus is located in the central part of the town. The campus is shaded and beautified by groups of tall maples with here and there a clump of evergreens. After the change made in '79, the steady growth of the school necessitated additional buildings. College Hall was erected in '90; the original "Old Sandstone" was replaced by Ladies' Hall in '93; and two years later the remaining seminary building was renewed to take the place of "Old Sandstone." These buildings are commodious and modern in their appointments.

Faculty.—The College is well equipped so far as instruction in the several departments is concerned. The members of the faculty are men and women of Christian character, sound scholarship, and recognized teaching ability. Many of them are specialists in their particular lines of work. The methods of instruction employed lead the student to think closely, accu-

rately and continuously, putting him in the way of accomplishing the greatest amount of thorough work in a given time.

Lectures.—Among the educational factors to-day, the platform takes a prominent place. The College Lecture Board has for years provided a course of five lectures. Only popular representative men are secured;* men who have given their time to the study of special subjects. Their rich thoughts and inspiring words lead the hearers to better work and nobler aspirations, and give a new and broader view to life. Students appreciate the opportunities this course affords for gaining information and culture.

Health and Physical Culture.—Next in importance to the moral and religious welfare of young people stands the development and maintenance of a sound body. This is secured by pure air and proper physical training. Classes in physical culture are continued throughout the year, membership in which is free to all students; and whenever practicable daily exercise in the open air at ball, tennis and other games is taken. By these provisions the health of the student is carefully guarded. Severe illness is almost unknown in the college.

Social and Domestic Life.—The institution is co-educational. Its policy has always been to permit students to continue the social relations they enjoyed at home as brothers and sisters. The school is simply a large family. It is believed that this is the only way to promote true culture and character development. Caste is unknown. Work not wealth is the standard. In fact we prefer students from homes where they have been taught that *character* is the basis of the equality of men. So far as the discipline of the college is concerned, it allows the fullest liberty of association consistent with earnest and persistent work, and a due regard for the sentiment and usages of the best society.

Calls and Deportment.—The family life of the college makes it possible for all students to become acquainted. They are put on their honor to treat each other politely and to extend the courtesies expected of young ladies and gentlemen. Visiting during study hours is prohibited. Nor is it permitted that gentlemen call at ladies' private rooms; and *vice versa*. When a student applies for admission to the college it is understood that he promises to comply with its regulations and is received *only on that condition*. That students may be without interruption or distraction in their work they are encouraged to withdraw as thoroughly as possible from outside society.

Literary Societies.—Two live literary societies, the Amphietyon and Philorhetorian, afford the student the very best opportunity for acquiring that self-reliance and parliamentary drill so essential to success in after life. Pleasantly located in two commodious halls which they have cozily furnished with carpets, opera chairs, etc., making homelike rendezvous for their members, they furnish one of the most valuable experiences of college life. Each society has a respectable library of choice books which is kept fresh and new by the continual addition of new works. Aside from the regular weekly programs, public contests are held each year, at which suitable prizes are awarded the

*See page 7.

most meritorious declamation, essay, and oration given previously at a regular program. The Sharer Oratorical Contest is held annually by the Philorhetorian society to award the Sharer prize of Ten Dollars in gold for the best oration given during the year. While these societies have independent organizations and are regularly chartered institutions, they are an integral part of the college and membership is limited to the students. They are under the control of the faculty.

Rooms and Boarding.—No pains are spared to make the domestic life of the student pleasant and enjoyable. The furnishing of the rooms in the dormitories is such, in every particular, as to render them comfortable and home-like. The dining hall is large, airy and well lighted. Here both teachers and students rooming in the college meet as one common family for their meals. The table board is bountiful. It consists of good, wholesome food properly prepared under the direction of an experienced cook. A large majority of the students prefer the board because of its nutritious and healthful simplicity as compared with a more luxurious diet.

Outfit.—Each student should bring a Bible, a pair of blankets and towels, a knife, fork, and spoon for use in case of sickness, overshoes, etc. Every article of clothing and other personal property should be distinctly marked with the owner's name.

Report.—A record of each recitation is kept. This, together with the examinations at the close of each term, determines the standing of the student, and is handed to him unless otherwise directed by the parent or guardian.

Religious Training.—One of the prominent features of the institution is the effort to impress upon its students the claims and benefits of an exalted morality and true vital piety. Each student takes part in a Scripture reading at the opening of each regular school day. Saturday and Sunday mornings are designated as "Students' Mornings" because on these mornings the services are conducted entirely by the students. Besides the regular weekly preaching services, there is a well organized Sunday school and a wide-awake prayer meeting. Every student is required to attend one Sunday school and one preaching service each Lord's day.

Dress.—As nothing tends more to lower the standard of scholarship among students than an undue interest in dress, the college authorities solicit the co-operation of parents in maintaining a proper consistency in this respect. The students should be supplied with sufficient, but *plain* clothing and other necessities. All extravagance in dress, and the wearing of jewelry are considered injurious in every way, and parents are requested to see that their children do not come burdened with these superfluities.

Students' Aid Fund.—For the purpose of assisting worthy young people in securing an education that will put them in the way of usefulness in the church and in the world, an Aid Fund has been established by the students and friends of the college. The candidates are to be young persons who do not have the means of securing the advantages of an education otherwise. Applications should be made as early as possible.

Questions Answered.

The courses of study are so arranged as to prevent the necessity of studying needless branches, or those that are not practical.

What studies may I take? It is a good plan to follow some regular course, but students may choose such studies as best meet their needs.

Text-Books.—Students should bring such school books as they may have for reference, if not used in the course.

Qualifications for admission vary from a very ordinary common school education up. If the student is deficient in elementary studies, we help him.

The school year is divided into four terms. The expenses of each term for *tuition, board, room, fuel and incidental fee* are \$36.50; for the year \$131.50.

Self-Board.—We have a limited number of well-furnished rooms for students desiring to board themselves, thereby covering their year's expenses with \$90 to \$95. We have also made arrangements for a limited number of good students to board in clubs.

Baggage.—On arriving at Mt. Morris, keep your baggage check and come directly to the College Office. We are acquainted, and we will help you to locate in a good place, no matter whether you prefer to room at the College or in town.

Rooms in the College.—Papered, carpeted, steam heat, admirably furnished, hence cozy and comfortable.

The sick receive the best of attention. They have the personal care of the president and an experienced matron.

There are no Saloons.—Mt. Morris is almost entirely free from the temptations which surround schools in cities and larger towns. *No safer place can be found for young people.*

Individual instruction is given in Grammar, Arithmetic, Bookkeeping, Shorthand, Typewriting, Penmanship and all other studies if desired.

Reports are sent to parents at the close of each term. A special inquiry will always be answered promptly.

Students may deposit their money for safe keeping, and have it paid on demand by the Business Manager at the College or at the bank downtown.

Rooming Out.—Students who room in private families are held amenable to the same regulations as those rooming in the College. Persons receiving students into their homes are expected to report to the Faculty whatever irregularities may come under their notice.

The incidental fee is fifty cents a term for those rooming in the building; \$1.00 per term for those rooming out.

Physical Culture Classes are open to all regular students *free of charge*. So are also the *Vocal Music, Drawing and Sketching Classes*.

Positions.—We make a specialty of preparing teachers for high schools and commercial colleges. We have been able to place many of our graduates in very good positions. We frequently have such applications,—more than we are prepared to fill.

Idlers find no congenial company here; they either go to work or go to schools where they do find company.

Correspondence.—Instruction by correspondence will be given in all cases where the student cannot attend the school. Ask for particulars.

For One Cent you can tell on a postal card what line of work you desire, Write us, and we will cheerfully answer your questions.

SEMINARY DEPARTMENT.

Forney, Wm.,.....	Chenoa, Ill	Royer, Myrtle,.....	Mt. Morris, Ill
Lehner, J. C.,.....	Stockton, Ill	Roland, Clair,.....	Adel, Iowa
Metzger, E. C.,.....	Edna Mills, Ind	Suter, J. D.,.....	Ashton, Ill
Rees, L. E.,.....	Mt. Morris, Ill	Wilson, J. P.,.....	Leaf River, Ill

ACADEMIC DEPARTMENT.

SENIOR YEAR.

Burkholder, C. K.,.....	Octavia, Nebr	Keller, A. B.,.....	Elmerville, Ill
*Brayton, Roy,.....	Mt. Morris, Ill	Miller, F. D.,.....	Davenport, Nebr
Baker, B. B.,.....	Harrod, Ohio	*Marshall, R. S.,.....	Mt. Morris, Ill
Flory, H. D.,.....	Mt. Morris, Ill	Newcomer, Robt.,.....	Mt. Morris, Ill
Felker, Edna,.....	Leaf River, Ill	Price, Ed. H.,.....	Beatrice, Nebr
Finney, Ira E.,.....	Adeline, Ill	Sadler, O. T.,.....	Waddam's Grove, Ill
Heckman, W. T.,.....	Cerrogordo, Ill	*Shaw, Florence,.....	Mt. Morris, Ill
*Jackson, Roy,.....	Mt. Morris, Ill	Shirk, Lizzie,.....	Mt. Morris, Ill
Keltner, Chas. H.,.....	Sterling, Ill	Scott, F. B.,.....	Mt. Morris, Ill
*Kohl, W. F.,.....	Franklin Grove, Ill	*Strock, Burton,.....	Mt. Morris, Ill

*Took part Freshman work.

MIDDLE YEAR.

Andes, Jesse,.....	Mound City, Mo	McClure, Martha,.....	Mt. Morris, Ill
Bakner, Harry,.....	Mt. Morris, Ill	Nazarene, Mary,.....	Mt. Morris, Ill
Bechtelheimer, Clyde,.....	Deacon, Ind	Nickey, Mattie,.....	Laplace, Ill
Brubaker, Lydia,.....	Girard, Ill	Rittenhouse, A. H.,.....	Norristown, Pa
Bosserman, L. D.,.....	Mt. Morris, Ill	Ross, A. W.,.....	Kinzie, Ind
Berkley, Jennie,.....	Waterloo, Iowa	Rodabaugh, Sadie,.....	Birmingham, Iowa
Cripe, Della,.....	Cerrogordo, Ill	Rodabaugh, Alice,.....	Birmingham, Iowa
Clapper, O. L.,.....	Mt. Morris, Ill	Rodabaugh, E. G.,.....	Birmingham, Iowa
Crawford, Leslie,.....	Nachusa, Ill	Roland, Porter,.....	Lanark, Ill
Forney, Ella,.....	Pine Creek, Ill	Stover, R. D.,.....	Mt. Morris, Ill
Griswold, Elizabeth,.....	Mt. Morris, Ill	Snavely, I. B.,.....	Sterling, Ill
Holsinger, Chas.,.....	Mt. Morris, Ill	Snively, Grace,.....	Lanark, Ill
Haneyl Homer E.,.....	Oregon, Ill	Sutter, Cora,.....	Roanoke, La
Keister, B. S.,.....	Kent, Ill	Suter, F. F.,.....	Franklin Grove, Ill
Lichty, D. J.,.....	Calvin, Iowa	Shick, Mattie,.....	Calvin, Iowa
Metzger, Minerva,.....	Mulberry, Ind	Shank, Elmer,.....	Mt. Morris, Ill
Malone, Catherine,.....	Myrtle, Ill	Southwick, Lillie,.....	White Rock, Ill
Moore, Allie,.....	Elgin, Ill	Ward, Ida,.....	Litchfield, Nebr
	Whitehead, Ruth,.....		New Paris, Ind

JUNIOR YEAR AND UNCLASSIFIED.

Arnold, Dorman,.....	Laurens, Iowa	Blickenstaff, D. J.,.....	Oakley, Ill
Ashmore, Carrie,.....	Mansfield, Ill	Blickenstaff, Mrs. D. J.,.....	Oakley, Ill
Albright, C. F.,.....	Lena, Ill	Blickenstaff, Noah,.....	Oakley, Ill
Albright, John,.....	Lena, Ill	Bechtold, Altha,.....	McConnell, Ill
Allen, J. R.,.....	Dumont, Iowa	Bechtold, Alice,.....	McConnell, Ill

Bechtold, Tillie,.....	McConnell, Ill	Hanstine, Edith,.....	Mt. Morris, Ill
Bechtold, J. W.,.....	McConnell, Ill	Hay, James,.....	Lighthouse, Ill
Bucher, Anna,.....	Astoria, Ill	Hasbrouck, Minnie,....	Grundy Center, Iowa
Bashaw, R. F.,.....	Pleasant Valley, Ill	Hawbaker, E. H.,.....	Mansfield, Ill
Barto, Irvin,.....	Mooreville, Iowa	Heidenreich, Ernest,.....	Woodbine, Ill
Baldwin, Mrs. Clara,.....	Mt. Morris, Ill	Heidenreich, Pearl,.....	Woodbine, Ill
Berkley, Orpha,.....	Lanark, Ill	High, Anna,.....	Octavia, Nebr
Binkley, Cramer,.....	Haldane, Ill	Hoffa, Ida,.....	Ivester, Iowa
Biddle, R. G.,.....	Sublette, Ill	Huyette, Ray,.....	Nachusa, Ill
Berkley, Arthur,.....	Waterloo, Iowa	Hopwood, G. W.,.....	Deep River, Iowa
Boyer, Boyd,.....	Lena, Ill	Hyzer, Walter P.,.....	Shannon, Ill
Bosserman, Mrs. L. D.,.....	Mt. Morris, Ill	Jasper, Mary,.....	Elkhart, Iowa
Burkholder, Lillian,.....	Octavia, Nebr	Jordan, Rosie,.....	Dixon, Ill
Brayton, Ernest,.....	Mt. Morris, Ill	Johnson, Lizzie,.....	Kent, Ill
Brower, Anna,.....	South English, Iowa	Kerns, Susie,.....	Mt. Morris, Ill
Barkdoll, Geo.,.....	Warrenhurst, Ill	Keister, Ada,.....	Kent, Ill
Brallier, Geo.,.....	Greenville, Iowa	Kendal, Mary,.....	Leaf River, Ill
Brallier, Elsie,.....	Greenville, Iowa	Kerns, J. E.,.....	Leaf River, Ill
Blackman, W. K.,.....	Kings, Ill	Kemp, Marie,.....	Oregon, Ill
Bucher, Cyrus,.....	Astoria, Ill	Klontz, Emerson,.....	McConnell, Ill
Bricknell, Lillian,.....	Mt. Morris, Ill	Knodle, Floyd,.....	Mt. Morris, Ill
Canode, C. H.,.....	Mt. Morris, Ill	Kuhl, Philip,.....	Ashton, Ill
Calvert, J. A.,.....	May Hill, Ohio	Lahman, Ralph,.....	Franklin Grove, Ill
Cook, Estella,.....	Mt. Morris, Ill	Landis, Enos,.....	Coleta, Ill
Cook, W. G.,.....	Mt. Morris, Ill	Lampin, J. C.,.....	Pine Creek, Ill
Coffman, Layanna,.....	Stratford, Ill	Lampin, Mrs. J. C.,.....	Pine Creek, Ill
Cornelius, A. R.,.....	Calvin, Iowa	Lampin, Bessie,.....	Oregon, Ill
Clemmer, J. Q.,.....	Polo, Ill	Lichty, Mary,.....	Calvin, Iowa
Clair, Mazy,.....	Lena, Ill	Lichty, H. F.,.....	Eagle Center, Iowa
Clevidence, E. A.,.....	Mt. Morris, Ill	Lichty, Grace,.....	Calvin, Iowa
Clark, Riner,.....	Mt. Morris, Ill	Lichty, M. P.,.....	Cando, N. Dak
Crouse, J. W.,.....	Mt. Carroll, Ill	Ling, Guy,.....	Taylor, Ill
Clair, Mrs. A. L.,.....	Mt. Morris, Ill	Lutz, Amanda,.....	Mt. Morris, Ill
Davis, N. W.,.....	Polo, Ill	Lineaweaver, A. S.,.....	Rexmont, Pa
Darby, Virgil,.....	North English, Iowa	Loomis, H. C.,.....	Howardsville, Ill
Daws, Lettie,.....	Lena, Ill	Long, Ambrose,.....	Maryland, Ill
Daws, James,.....	Lena, Ill	Marshall, Bessie,.....	Mt. Morris, Ill
Ditsworth, O. M.,.....	Lanark, Ill	Marshall, Gertrude,.....	Mt. Morris, Ill
Doty, Harvey,.....	Wacker, Ill	Messer, A. G.,.....	Grundy Center, Iowa
Eikenberry, Hattie,.....	Greene, Iowa	Messer, C. F.,.....	Grundy Center, Iowa
Emmert, G. C.,.....	Mt. Morris, Ill	Miller, D. Earl,.....	Toddsville, Iowa
Fike, Sadie,.....	Milledgeville, Ill	Moorehead, Elmer,.....	Pleasant Valley, Ill
Forney, Frank,.....	Hudson, Ill	McCune, Lulu,.....	Dallas Center, Iowa
Fahrney, Harry L.,.....	Polo, Ill	Meck, W. I.,.....	Octavia, Nebr
Forney, E. J.,.....	Pine Creek, Ill	Moats, Martin,.....	Mt. Morris, Ill
Fiscel, R. W.,.....	Nachusa, Ill	Mundabaugh, Wilbur,.....	Sheldon, Iowa
Flory, E. N.,.....	Mt. Morris, Ill	Naylor, Isaac,.....	Franklin Grove, Ill
Fry, Estella,.....	Mt. Morris, Ill	Nettz, Roy,.....	Pine Creek, Ill
Gibbel, Laura,.....	Mt. Morris, Ill	Nettz, Florence,.....	Pine Creek, Ill
Gibbel, Isaac,.....	Mt. Morris, Ill	Neff, Lura,.....	Mt. Morris, Ill
Goodmiller, Bertha E.,.....	Lanark, Ill	Nickey, Flora,.....	Juniata, Nebr
Gloss, Clayton,.....	Mt. Morris, Ill	Overstreet, C. E.,.....	Lena, Ill
Gloss, Bertha,.....	Mt. Morris, Ill	Persinger, H. B.,.....	Mt. Morris, Ill
Gnagy, Ora B.,.....	Calvin, Iowa	Peck, C. L.,.....	Eagle Center, Iowa
Ghere, Lulu,.....	La Fayette, Iowa	Peacock, Chas.,.....	Mt. Morris, Ill
Hamer, O. W.,.....	Hooversville, Pa	Potter, Harry,.....	Mt. Morris, Ill
Hacker, W. P.,.....	Milledgeville, Ill	Potter, Louie,.....	Mt. Morris, Ill
Hammer, Minnie,.....	Polo, Ill	Potter, Nelson,.....	Mt. Morris, Ill

Price, Grace, ...	Mt. Morris, Ill	Shively, J. M., ...	Cerrogordo, Ill
Price, Nannie, ...	Mt. Morris, Ill	Shively, Mrs. J. M., ...	Cerrogordo, Ill
Price, C. C., ...	Polo, Ill	Shaw, Bruce, ...	Orangeville, Ill
Poppe, Marie, ...	Orangeville, Ill	Stine, Mae, ...	Adel, Iowa
Prindle, Maude, ...	Rochelle, Ill	Shaw, A. E., ...	Mt. Morris, Ill
Pluni, Cyrus, ...	Maryland, Ill	Snyder, F. M., ...	Robins, Iowa
Pressel, D. Harry, ...	York, Pa	Smith, Robt., ...	Lawrence, Iowa
Reichenbaugh, M., ...	Oregon, Ill	Stoner, Lizzie, ...	Leaf River, Ill
Rittenhouse, Geo., ...	Norristown, Pa	Slogget, L. O., ...	Adeline, Ill
Richtemyer, Mary, ...	Dallas Center, Iowa	Smith, Sarah L., ...	Ashton, Ill
Roland, J. V., ...	Adel, Iowa	Stouffer, Mrs. Jane, ...	Polo, Ill
Rothrock, Samuel, ...	Carlisle, Nebr	Strock, Mildred, ...	Mt. Morris, Ill
Royer, Ella, ...	Dallas Center, Iowa	Tice, Edith, ...	Mt. Morris, Ill
Rowland, Chas., ...	Lanark, Ill	Tompkins, Maude, ...	Grundy Center, Iowa
Rothermal, A. W., ...	Adeline, Ill	Trostle, Anna, ...	Mt. Morris, Ill
Rowland, J. M., ...	Haldane, Ill	Thomas, Kathrine, ...	Mt. Morris, Ill
Ross, Chas., ...	Arcadia, Nebr	Thomas, Fred, ...	Mt. Morris, Ill
Sager, Miron, ...	Hudson, Ill	Trostle, E., ...	Mt. Morris, Ill
Sadler, Lenore, ...	Waddam's Grove, Ill	Thomas, Eva, ...	Adeline, Ill
Spangler, Harry, ...	Nachusa, Ill	Tracy, T. C., ...	Mt. Morris, Ill
Stouffer, Edith, ...	Mt. Morris, Ill	Ullom, Minerva, ...	Nora, Ill
Scheaffer, C. C., ...	Adel, Iowa	Watson, Garfield, ...	Wacker, Ill
Senger, R. W., ...	Franklin Grove, Ill	Wasson, Marion, ...	Lineville, Iowa
Shirk, Etta, ...	Mt. Morris, Ill	Waterman, Blanche, ...	Pearl City, Ill
Stover, J. H., ...	Mt. Morris, Ill	Waterman, H. D., ...	Pearl City, Ill
Shirk, Nelson, ...	Mt. Morris, Ill	Walter, Harvey, ...	Haldane, Ill
Smith, Grace, ...	Freeport, Ill	Wolfe, Nellie, ...	Mt. Morris, Ill
Snyder, Myrtle, ...	Polo, Ill	Wolfe, Grace, ...	Mt. Morris, Ill
Stucky, P. H., ...	New Enterprise, Pa	Wolfe, Ella, ...	Mt. Morris, Ill
Sweeley, Roy, ...	Winslow, Ill	Weller, G. D., ...	Mt. Morris, Ill
Slifer, J. H., ...	Ivester, Iowa	Wright, Naomi, ...	Leaf River, Ill
Sheller, Ray, ...	Ivester, Iowa	Yarger, Mrs. Wm., ...	Orangeville, Ill
Starr, Frank, ...	Waddam's Grove, Ill	Young, I. R., ...	Lanark, Ill
Slifer, Bessie, ...	Mt. Morris, Ill	Yundt, Mrs. S. E., ...	Mt. Morris, Ill
Smith, C. A., ...	Young America, Ind	Zellers, Daisy, ...	Mt. Morris, Ill
Snyder, Mary, ...	Foreman, Pa	Zellers, Leslie, ...	Mt. Morris, Ill

BIBLE DEPARTMENT.

Allen, J. R.	Hoffa, Ada	Rodabaugh, E. G.
Ashmore, Carry	Jasper, Mary	Rodabaugh, Sadie
Blickenstaff, D. J.	Johnson, Lizzie	Ross, A. W.
Blickenstaff, Mrs. D. J.	Keller, A. B.	Royer, Ella
Bosserman, L. D.	Lampin, J. C.	Sadler, Lenore
Bosserman, Mrs. L. D.	Lampin, Mrs. J. C.	Senger, Ray
Brallier, George	Lichty, D. J.	Shaw, Bruce
Brown, Anna	Lichty, Grace	Scott, F. B.
Bucher, Anna	McCune, Lulu	Shick, Mattie
Burkholder, Lillian	Messer, A. G.	Shirk, Nelson
Clair, Mazy	Mondabaugh, Wilbur	Shively, J. M.
Cripe, Della	Nazarene, Mary	Shively, Mrs. J. M.
Fike, Sadie	Nickey, Flora B.	Snively, Grace
Ghere, Lulu	Pressel, H. D.	Stover, R. D.
Gibbel, Laura	Price, Nannie	Whitehead, Ruth

COMMERCIAL DEPARTMENT.

Arnold, Dorman, J.	Huyett, Roy	Scheaffer, Christian C.
Albright, C. Frank	Hammer, Minnie	Stover, John H.
Andes, Jesse	High, Anna	Senger, Ray W.
Bashaw, Ray F.	Hasbrouck, Minnie	Sweeley, Roy
Blickenstaff, Noah	Jourden, Rosy	Spangler, Harry
Berkley, C. Arthur	Knodle, Floyd C.	Snyder, Mary
Berkley, Orpha M.	Keller, Arnold B.	Snyder, F. M.
Barkdoll, George M.	Kemp, Marie	Slifer, J. H.
Bricknell, Lillian	Kendall, Mary	Slifer, Bessie
Clemmer, James Q.	Kerns, John E.	Smith, Robt. J.
Clark, H. Riner	Kerns, Susie	Smith, Chas. A.
Doty, Harvey	Loomis, Henry C.	Suter, Jesse D.
Daws, James D.	Landis, Enos B.	Sheller, Ray
Davis, Myron W.	Lehman, Ralph E.	Shively, John M.
Ditsworth, Oliver M.	Miller, D. Earl	Tice, Edith
Eikenberry, Hattie	Metzger, Elmer C.	Tracy, Dennis C.
Flory, Elmer N.	Marshall, Reuben S.	Ullom, Minerva
Forney, Edward J.	Nettz, Roy A.	Wasson, Marion E.
Forney, Frank D.	Overstreet, C. E.	Watson, Garfield
Gloss, Clayton G.	Potter, Louie	Wolfe, Ella
Gibble, Isaac D.	Peacock, Charles D.	Weller, Geo. D.
Hawbaker, Eliphalet H.	Rothrock, Samuel, F.	Waterman, Harry D.
Heidenreich, Ernest	Ross, Charles G.	

SHORTHAND AND TYPEWRITING.

Andes, Jesse	Hasbrouck, Minnie	Rittenhouse, G. H.
Bakener, H. E.	Hawbaker, E.	Roland, Verne J.
Bechtold, Alta	Hay, James	Rothrock, S. F.
Binkley, C. J.	Heidenreich, Ernest	Senger, Ray
Brayton, Ernest	Keller, A. B.	Sheller, Ray
Brubaker, Lydia	Kemp, Marie	Smith, R. J.
Canode, C. T.	Kerns, Susie	Smith, C. A.
Clark, Riner	Kerns, J. E.	Snyder, Mary
Eikenberry, Hattie	Knodle, Floyd	Stover, R. D.
Emmert, George	Lampin, Bessie	Sweeley, L. R.
Flory, E. N.	Marshall, Bessie	Tracy, D. C.
Forney, E. J.	Messer, C. F.	Ullom, Minerva
Gloss, C. G.	Metzger, E. C.	Walter, Harvey
Hamer, Oscar	Nettz, Roy	Wasson, M. E.
Hammer, Minnie	Peacock, C. D.	

SPECIAL PEN AND ART DEPARTMENT.

Arnold, D. J.	Berkley, C. A.	Bakner, Harry
Andes, Jesse	Burkholder, Lillian	Berkley, Jennie
Amick, Cora	Bechtold, Alta	Crouse, John W.
Barto, G. M.	Bechtold, Alice	Cleumer, John Q.
Boyer, Boyd	Bechtold, John W.	Clevidence, Earl
Blickenstaff, D. J.	Bashaw, R. F.	Daws, Lettie
Barkdoll, G. M.	Brallier, G. H.	Daws, James

Doty, Harvey
Ditsworth, O. W.
Fiscel, Ray W.
Forney, E. J.
Felker, Edna
Forney, F. D.
Flory, H. D.
Forney, Ella
Ghere, Lulu
Gibble, Laura
Gloss, C. G.
Hay, James
Hoffa, Ada
Heidenreich, Pearl
Hasbrouck, Minnie
Hawbaker, H. E.
Huyett, R. J.
Hacker, W. P.
Kerns, Susie
Keister, Ada

Kendall, Mary
Kuhl, Phil
Landis, Enos
Loomis, H. C.
Lehman, R. C.
Lampin, John
Meck, W. I.
Messer, A. G.
Messer, C. F.
Moats, G. M.
Miller, D. E.
McCune, Lulu
Nettz, Roy
Overstreet, C. E.
Prindle, Maude
Price, Nannie
Peacock, Chas.
Price, Grace
Royer, Ella
Roland, Verne

Rodabaugh, Sadie
Rittenhouse, Geo.
Rowland, Joseph
Royer, Myrtle
Royer, Josephine
Stine, Mae
Shively, J. M.
Shirk, Etta
Smith, J. R.
Smith, C. A.
Stover, John
Sweeley, L. R.
Starr, Frank B.
Snively, Grace
Tracy, D. C.
Waterman, Blanche
Waterman, Harry
Wasson, M. E.
Watson, Garfield
Zellers, D. L.

MUSIC DEPARTMENT.

PIANO AND ORGAN.

Bechtold, Altha
Brayton, Ernest
Bosserman, Mrs. L. D.
Brower, Anna
Cripe, Della
Cook, Estella
Clair, Mrs. A. L.
Fike, Sadie
Frye, Estella
Gloss, Bertha
Hasbrouck, Minnie
Kendal, Mary
Knodle, Floyd
Lutz, Amanda
Lichty, Grace
Messer, C. F.
Price, Grace
Richenbach, M.
Royer, Myrtle
Ross, A. W.
Rodabaugh Alice
Rittenhouse, Geo.
Slifer, Bessie
Stoner, Lizzie
Shirk, Etta
Tompkins, Maude
Waterman Blanche

VOICE.

Bechtold, Altha
Brubaker, Lydia
Fike, Sadie

Marshall, Gertrude
Neff, Lura
Rodabaugh, Alice
Snively, Grace
Trostle, Anna

HARMONY.

Fike, Sadie
Gloss, Bertha
Lutz, Amanda
Neff, Lura
Royer, Myrtle
Slifer, Bessie

CHORUS.

Allen, J. R.
Ashmore, Carrie
Bakner, Harry
Bechtelheimer, Clyde
Brayton, Ernest
Brallier, Geo.
Bechtold, Altha
Brower, Anna
Burkholder, Lillian
Blickenstaff, D. J.
Blickenstaff, Mrs. D. J.
Clair, Mazy
Cook, Estella
Cornelius, A. R.
Davis, M. W.
Fiscel, R. W.
Forney, Frank
Fike, Sadie
Goodmiller, Bertha

Hyzer, W. P.
Heidenreich, Pearl
Hawbaker, E. H.
Hay, James
Johnson, Lizzie
Jasper, Mary
Kohl, W. H.
Keltner, Chas.
Lineaweaver, A. S.
Lampin, J. C.
Lampin, Mrs. J. C.
Landis, Enos
Marshall, Bessie
Meck, W. I.
Nickey, Flora
Neff, Lura
Prindle, Maude
Pressel, D. H.
Plum, Cyrus
Rodabaugh, Alice
Rothermal, A. W.
Ross, Chas.
Rittenhouse, Geo.
Slifer, J. H.
Sutter, Cora
Southwick, Lillie
Shank, Elmer
Starr, Frank
Trostle, Anna
Ullom, Minerva
Weller, Geo.
Zellers, Daisy
Zellers, Leslie



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